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BEDFORD MODERN SCHOOL (Established 1764)

Appointment of Head

1st September, 1977 103 Boarders
GBA/HMC 1,100 boys Viti Form 207

The Governors invite applications for the post of Head of Bedford Modern School which will become vacant from 1st September 1977 on the retirement of Mr. B. H. Kamball-Cook, M.A. The School was Direct Grant from 1902 and is now reverting progressively to independent status over a period of approximately 7 years. The school moved to new buildings on the edge of Bedford in 1974. The present Head is a member of the Headmasters' Conference.

There are 1,100 boys, of whom 150 are in Junior School. The Junior School is separately organised with its own Headmaster who is responsible to the Head of Bedford Modern School.

Salary is Burnham Scale 11 + 10 per cent + allowances for rent and expenses. Applicants must be University graduates, and three referees will be required.

Further Particulars and Application Forms available from the Clerk to the Governors, The Harpur Trust, 15 High Street, Bedford MK40 1P (Telephone 0234 5131). Application form returnable by 8th October, 1976.

ilea

Inspectors of Business Education

(District Rank)

Salary range £9,000 - £9,526

Requirements: Graduate with degree, business-related education, two years' experience.

□ In the Authority's Schools to include courses in the office and secretarial skills, and to be responsible for special courses in the College of Further and Higher Education (Post A).

□ In the Authority's Colleges of Further and Higher Education to include courses leading to National Certificate, and Diploma and professional business qualifications (Post B).

Applicants should have a graduate qualification and substantial relevant experience in teaching and in commerce or industry. Salary range: £9,000 to £9,526 (inclusive of London weighting) with pension. Please refer to 610,646.

Details and application forms from the Education Officer (EO) (Edub. 8A/1), Addington Street Annex, The County Hall, London SE1 7PS.

Forms to be returned by 1 October 1976. Please state for which post you are applying.

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SENIOR OFFICERS £14,966-£17,292 p.a.,
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The Institute is looking for a capable Organizer, male or female, whose duties will be primarily to arrange and attend at residential and non-residential training courses and schools for all levels of housing personnel throughout the United Kingdom.

The successful candidate, if professionally qualified and/or experienced in housing, will be given the opportunity to attend training officer courses in order to expand his or her knowledge and proficiency in programmes of training for this all-important service.

The post will also involve maintaining liaison with other training and tutorial bodies, supervising authorities and Branch Honorary Officers and carrying out recruitment and such other duties as may be required.

Local Government terms and conditions of service: superannuable.

Apply in writing, stating age, experience, present post, qualifications and the names and addresses of three referees, to: H. Key, Secretary, The Institute of Housing, Victoria House, Southampton Row, London WC1R 4EB. NOT LATER THAN 14 days from the appearance of this advertisement.

EDUCATION DEPARTMENT

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Applications are invited from graduates with substantial and varied teaching experience to fill a key post in the Authority's Advisory team. The successful candidate will be responsible for advisory work in mathematics teaching in primary and secondary schools and be required to act as a general adviser within a team which covers the whole of the Education Service. Knowledge of current developments in teaching methods together with the personal qualities, the drive and enthusiasm to inspire and motivate others are essential requirements.

Salary: Southbury Range Head Teacher Group 9, £7,576 to £8,202, including London Allowance and Supplement.

Fringe benefits may include 75 per cent removal expenses, legal expenses involved in house purchase up to a maximum of £400 and lodging allowance. Car Allowance payable.

Application forms and further details available from the Personnel Officer, Education Department, 25 Minster Square, Uxbridge, Middlesex UB8 3PH. Telephone: Uxbridge 82201. Closing date: October 1, 1976.

Overseas

QUEENSLAND INSTITUTE OF TECHNOLOGY BRISBANE, AUSTRALIA

SCHOOL OF THE BUILT ENVIRONMENT

HEADS OF DEPARTMENTS

ARCHITECTURE AND INDUSTRIAL DESIGN PLANNING AND LANDSCAPE

BUILDING AND QUANTITY SURVEYING

QUOTE: v.82/76

Salary: \$22,445 per annum

The School of the Built Environment at the Queensland Institute of Technology has established an exciting educational programme and conducts professionally recognized courses in architecture, industrial design, urban and regional planning, landscape architecture, building and quantity surveying in an interdisciplinary situation which has created a high level of enthusiasm in the staff and a first-class response within the student group and the community. The Institute is currently embarking on a major programme of expansion and development in the field of building, planning and landscape architecture, building and quantity surveying and its graduates enjoy a high standing in the professional community. Courses are presented at undergraduate and postgraduate levels.

These three senior academics within the school to head newly formed departments, will provide fresh and varied self-input vital to the continued development. With student numbers of 750 the school is large enough to have broadly-based, diverse programmes which allow students to develop along individual lines. The school has well equipped student workshops, and the establishment of facilities and the provision of equipment has kept pace with the intensive academic development of the last three or four years. These full-time positions require enthusiasm and dedication, and applicants should have tertiary qualifications and experience relevant to the specialist areas.

Applicants should provide information on interests and expertise, and include particulars of: date of birth, marital status, home address, present occupation, qualifications and experience, and the names and addresses of three referees, to the Personnel Officer, Queensland Institute of Technology, Post Office Box 246, North Quay, Brisbane 4000. Applications close 14th October, 1976.

STATE COLLEGE OF VICTORIA AT COBURG MELBOURNE, AUSTRALIA

The State College of Victoria at Coburg is an independent college in the State College of Victoria. For Teachers' College of the Victorian Education Department. It is now an independent institution governed by a Council.

It offers courses in teacher education and is a planning diversification into other areas of education at post-graduate levels. A number of new courses will operate in 1977.

CO 17/76

CHIEF LIBRARIAN

SALARY: \$A21,406.

DUTIES: The appointee will be head of the State Centre responsible for the control and development of the Roudous and the Audio Visual Centres and to participate in the formulation of College policies. A new Library will be built in 1978 and the appointee will be expected to take an active part in its planning and development. The ability to plan carefully and to maintain good personal relations with a wide variety of persons are important attributes.

Applications should be sent as soon as possible with the Curriculum Vitae should include a list of status, qualifications, experience, telephone number, and names and addresses of three referees. The successful applicant will have the opportunity to visit the College and family paid to Melbourne payable allowance for removal expenses.

NOTE: The College Council reserves the right to appoint by invitation or make no appointment in respect of advertisement.

Applications close on Monday, 11th October, 1976.

The Director,
State College of Victoria at Coburg,
P.O. Box 179,
COBURG, MELBOURNE, VIC 3009
AUSTRALIA.

QUEENSLAND CONSERVATORIUM OF MUSIC

BRISBANE, AUSTRALIA

LECTURER 1 IN SINGING

The Conservatorium Council invites applications for the post of Lecturer 1 in Singing.

DUTIES: The appointee will be required to give individual tuition in singing to both college and non-college students.

QUALIFICATIONS: Applicants should be holders of outstanding singing qualifications, with a sound knowledge of the vocal range of the voice. Experience in teaching at tertiary level is essential.

SALARY: In the range of A\$12,000 to A\$13,000 (salaries under A\$10,000 are subject to a 10% increase).

CONDITIONS OF EMPLOYMENT: The appointee will be employed on a full-time basis, including provision for appropriate service leave, sick leave, annual leave, etc. Applicants should be prepared to accept the conditions of employment which will be set out in a letter of appointment.

APPLICATIONS: Applications should be submitted by 10th October, 1976, to the Registrar, Queensland Conservatorium of Music, P.O. Box 100, Quay, Brisbane, 4000, Australia, advising personal particulars, details of qualifications and teaching experience, and names and addresses of three referees, and a photograph.

Administration

Bulmershe College of Higher Education

ADMINISTRATIVE ASSISTANT

Applications are invited for the post of Administrative Assistant (salary scale APT III, £3,234-£3,594). The post offers an excellent opportunity to develop skills in educational management. The College would like to appoint a young graduate preferably with some administrative experience to work mainly under the guidance of the Academic Registrar.

For further details and application forms, returnable by 27th September, 1976, write to the Senior Administrative Officer (Ref. A.3), Bulmershe College of Higher Education, Earley, Reading RG6 1HY.

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Printed and published by Times Newspapers Limited, New Printing Works, 100, Abchurch Lane, London EC4N 3DF. Registered at the Post Office as a newspaper.

THE TIMES

Higher Education SUPPLEMENT

September 24, 1976. No. 257

Price 18p



Roberto Pizarro

Jailed Chilean dean arrives in Britain

by Annabel Ferriman

Professor Roberto Pizarro, former dean of the faculty of economic sciences at the University of Chile, has arrived in Britain after being imprisoned in Argentina for 10 months without trial.

He was reunited on Wednesday with his wife, Alicia, whom he had not seen since their arrest in November 1975. Mrs Pizarro was put on the plane for Britain straight from jail.

The couple are to remain in Britain with the aid of a £2,000 scholarship from the World University Service and will shortly be joined by their two children who have been looked after by relatives in Chile.

They are just two of probably more than 40,000 Chileans who fled to Argentina following the fall of the Allende Government in September, 1973.

Professor Pizarro, 31, a militant socialist, fled from Chile in November, 1973, and spent the next year teaching in the national University of Buenos Aires. In November, 1974, all the foreigners were expelled from the university, so Professor Pizarro got a job with the International Development Bank, where he worked until his arrest last year.

He was arrested with a group of 13 academics and their friends accused of wanting to overthrow the Government of Chile. The group included two Britons, Richard Whitecross, a publisher, and his wife, Christina, who were released in April; two Argentinians and nine Chileans.

Apart from Professor Pizarro and the Whitecrosses, two more have been released, one to go to West Germany and the other to Belgium. The other eight still remain in jail.

During his time in the Villa Grisea jail Professor Pizarro underwent frequent interrogations to which he always refused to answer. He was also subject to three periods of solitary confinement, 30, 50 and 100 days.

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Change of task for Mr Oakes

Mr Gordon Oakes, the new Minister of State at the Department of Education and Science, will broadly inherit the responsibilities of his predecessor, Mr Gerald Fowler, for further and higher education.

However, there will be some major changes in his brief. The youth service for which Mr Fowler was responsible will now be looked after by Miss Margaret Jackson, at the Department Under Secretary.

Mr Oakes will chair the committee set up by Mr Fowler to see how the work of the universities and polytechnics could be coordinated.

MPs call for national body to involve public in planning

by David Waller

A select committee of MPs this week proposed a new national advisory body to stimulate debate on educational policy and involve teachers, unions, employers and the general public in such discussions.

After 10 months' investigation of planning and policy-making within the Department of Education and Science, the House of Commons Education Committee, headed by its chairman, Mr Denis Prynne, has found the sources of educational policy to be too shallow. Its recommended standing education commission nominated by the Secretary for Education, should contribute to strategic educational planning for the whole education service.

"It should have free access to any DES facts and figures that the Secretary of State has not specifically ordered to remain confidential. It should receive plans for government and be free to sponsor studies and initiate debate over the whole field of educational policy. It would not attempt to do the work of the DES, the Schools Council or the advisory council on teacher supply and training, but it would provide the education service and its clients with a second and independent view."

The committee's report, which was chaired by Miss Janet Fookes, Conservative MP for Plymouth, and a former schoolmistress, criticized aspects of the DES's work. Its machinery of planning needs reform; civil servants should give more information to Parliament and the public; and more research should be done.

But the committee was satisfied that all educational interests are consulted on decisions in their spheres of concern. On the recognition of teacher education, the committee found the DES did "all that reasonably could" to ensure that the general policy was known and understood by those it affected.

The standing committee took evidence from a wide range of bodies and individuals interested in education, including the local authority associations, teacher unions and academics. It leaned heavily on the testimony of Lord Crowther-Hunt, former Minister overseeing higher education, who criticized the DES for its secrecy and unwillingness to employ specialists in its forward planning.

The committee questioned DES conventional wisdom that planning should be undertaken by regular civil servants "after a day's work at the counter". Instead, the existing planning and programmes branch of the DES ought to be strengthened and specialists recruited to give "systematic consideration to medium and long-term strategic options within the general framework of government policy."

The essence of these criticisms is, first, that short-term planning responsibilities are unable to give policy planning the priority and breadth it requires; second, that the staff of the departmental planning organization, the planning unit, is too small; and third, that it consists mainly of generalists, seconded for a limited period, and not professionals with specialist skills in educational economics, sociology and psychology.

The DES planning machinery had shown itself sufficiently flexible in dealing with the 16-19 age group and the changing position of the colleges of education following the James Report of 1971.

Much more of the planning process should be public, the committee decided. The sort of project

which underpinned the 1972 White Paper, for example, could well have been so. Regular publication dates should be established and the best available information should be set out, regardless of whether figures are complete.

"We believe that the habit of secretiveness—the instinct to withhold rather than voluntarily share information—lies at the root of most of the criticisms of the DES' consultative processes. We realize that this attitude is common throughout the British Civil Service and that it is created by the conventions of government confidentiality which successive administrations have been content to sustain."

"We recognize that the DES engages in participation in different ways. However, the transparency of its expressed in the evidence that, to those outside, the door of Elizabeth House does not seem so wide open as to those within, will not have escaped the notice of the DES. We share the view that it is not so much new consultative machinery which is required as a willingness to open up public discussion on policy issues."

This did not satisfy those who expected the committee's report to be more critical of the DES. Mr Laurie Sapper, general secretary of the National Association of Teachers, for example, said that much discussion about long-term planning in present circumstances was pointless. "What we need is a standing committee to deal with day-to-day problems, a little version of the National Economic Development Council for education where issues like the staff-student ratio could be discussed."

However, the committee found

continued on back page

Poly discusses teaching cuts document

by Sue Reid

A confidential document outlining controversial plans to cut the teaching force at Lanchester Polytechnic by more than 10 per cent between now and 1980 is to be discussed by the college governors at a meeting today.

The document, prepared by education officers at Warwickshire County Council and Coventry City Council which jointly administer the polytechnic, calls on the governors to accept a reduction in academic staff numbers from the present 540 to 485 in four years time.

If the proposals win approval

there will be a gradual reduction in staff to 524 in the coming academic year, 494 in 1977-78, and 490 in 1978-79. The staff/student ratio at the college will deteriorate from the present 1:7.2 to 1:10 in 1980.

The local authorities maintain the latest plan is in line with the Government's proposed cuts in education spending. The staff/student ratio at Lanchester is well above the Government's norm of 1:9.

But the proposals come at a crucial time for the polytechnic. A scheme to merge Lanchester with its neighbouring Coventry College of Education next autumn is

currently under consideration by the DES and many academics fear that the influx of 120 lecturers from the college of education could worsen the situation.

Mr John Wilkin, branch secretary of the National Association of Teachers in Further and Higher Education at the polytechnic, said this week that the scheme had come as a complete "bombshell".

"We are very concerned about any such proposals being put to the governors. At this stage we are opposed to any kind of redundancies whether by early retirement, voluntary means or any other method."

"The possible merger complicates the situation enormously. Until now the branch has taken a fairly neutral attitude to this merger but these proposals are bound to make members very worried about the possibility of a merger in this sort of context."

Mr Daryl Clarke, West Midlands regional secretary of the NAFHE, added that the proposals were completely unacceptable. The basic criterion used by the local authorities was also questionable, he claimed.

The governors will be asked to consider the document before putting their views to the special joint education committee which includes members of the two authorities and administers the polytechnic directly.

A spokesman for Warwickshire County Council said this week that the governors would be considering a "very serious document" which had been prepared in the light of advice given by the DES. Mr Robert Aitken, Coventry's director of education, was unavailable for comment.

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Alternative language examinations urged

by Frances Gibb

An alternative language examination for the 16-19 age group is being urged by a group of literary publicists. The proposal is for a colloquium on modern languages at the University of Sussex this week.

The aim of such an examination would be to encourage more language learning in schools. It would be accepted as a higher education entry qualification as well as the existing A level.

It was also recommended that there should be a relaxation of the barriers between school and higher education curricula, allowing, for example, pupils and school leavers to take short intensive language courses at polytechnics and universities. There might also be longer one year courses, leading to an examination.

Schools and colleges should rationalise their resources, work out where the spreading of particular language would be viable, and perhaps, collaborate on both teaching and equipment.

The colloquium, Modern Languages for the 1980s, was organized by the university's School of European Studies with the cooperation of the Centre for Information on Language Teaching and Research (CILT).

It was a response to what is now considered a crisis in language learning in Britain, both because of the decline in applications to read languages in universities, and polytechnics, and because of a general feeling that standards of language proficiency are falling. There is also a worry to end the preponderance of French and reduce the balance of languages taught.

Some 50 representatives from universities, polytechnics, colleges, schools, local education authorities, cultural institutes and professional bodies were invited to attend, mainly from the South East of England, in order that the inter-action of the different sectors of the education system in a particular area could be closely examined.

From both universities and polytechnics came reports of declining applications for all subjects except French. Mr R. Andrews, senior lecturer in Italian at Kent, said that although the humanities first-year intake had almost doubled in the last year, this was an increase in English and history, and there was no noticeable increase in languages.

The German department were taking the unprecedented step of accepting students from 1977 who had only O level in German, he said. Students were also badly prepared to read languages. In some cases, between one third and a half of a class could not understand certain grammatical definitions, Mr Andrews said.

Drama teaching 'should have same status as other arts'

Drama should have the same status and financial backing as other arts, the School of Drama project team have proposed. It should be an important part in every school curriculum and in teachers, of whatever subject, should have some drama education as part of their training.

The recommendations were made by the team at a conference in London this week which marked the culmination of the two-year project on drama in education.

The project was set up under the leadership of Mr Lynn McGregor, a drama teacher who had completed an MPhil on drama teaching and who suggested the programme of clarifying the aims and methods of drama teaching, examining its present position in schools, syllabuses and funding various ways in which it could be organized in schools.

The team, whose other members were Ms Maggie Tate, head of a school drama department, until joining the project, and Mr Ken Robinson, who had been teaching drama, education in schools, took six areas across Britain and each area, with the help of drama advisers in each area, sponsored the 10 to 25 age group.

Teachers at each of the schools were interviewed in depth, their lessons studied and a film finally made comparing the schools and the different styles of their drama teachers. Working parties and con-

ferences, both national and regional, were held at various times. The project was actively involved in the project with nearly 100 lessons closely studied.

The team coined a new phrase for what happens in a drama lesson. This is "acting out", to be distinguished from "acting", which happens on a stage. Mr Ken Robinson explained the definition. "Acting out involves a shift in kinds of behaviour from the normal, although it may reflect those. It involves people using 'environmental' and 'symbolic' ways."

The team emphasized also that drama is a process. It is a process of doing it, not a product. It is a process of social interaction, not a solitary activity.

Beyond this, they determined not to be prescriptive about different best. Every teacher had his different style of helping people learn to use the process and none was more right than another, they said.

The Schools Council has agreed year in which to disseminate their findings through running courses and holding conferences. They will be producing a book, which will be published early next year, which outlines the theory of drama teaching and some guidance for practical work.

Professor E. Papst, of the German department at Southampton University, pointed out that while applications to read German at university were declining (from 873 in 1971 to 625 in 1976), A level passes in German had increased, from 7,282 in 1973/74 to 7,928 in 1975/76, and were likely to continue to increase.

Southampton's admissions reflected the national decline, falling from 128 in 1971 to 95 in 1976. In the past three years, the A level requirement at Southampton for German had been lowered from grade B to grade C, without which admissions would have dropped seriously, he said. There was also the problem of the high wastage rate among students who had started to read German.

In Russian the position is much the same. Mr B. Pockney, director of Russian studies at Surrey University, said the number of schools teaching Russian had once been 800 and was now 600.

The present level syllabuses, with the language/literature structure and four set books, were increasingly irrelevant, he said. They should be changed to include the history, sociology and politics of a language which could then be adapted for use in whatever profession the student entered.

Mr C. Beane, chairman of the conference and director of the language laboratory at Sussex, highlighted the difficulty of fitting language into the syllabus of certain courses where, such as at Sussex, students took compulsory basic subjects. One answer the university had found was for students to spend a year at another where intensive language teaching was possible. That meant, however, that students lost their year abroad.

Many reasons for the decline in language study were floated, including the unsuitable content of A levels and degree courses, schools reorganization, and, in some subjects, the diffusion of courses over too many institutions.

Mr J. E. White, of Wolverhampton Polytechnic, chairman of the Modern Languages Conference of Heads of Modern Languages at Polytechnics and Other Colleges, gave other reasons: lack of vocational interest—students saw teaching as their only career prospect after a language degree—and poor information given to pupils about the range of courses offered at both universities and polytechnics.

The more positive side of the situation was put by Mr C. H. Cobb, head of the humanities division at Kingston Polytechnic, who pointed out that years ago a great majority of first year engineering students would not have studied language at all. Last year, nearly 90 per cent had done.

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NUS challenges I.e.a. ruling

by Sue Reid

The National Union of Students is to mount a campaign against a controversial decision by Dyfed local education authority to stop paying from next month union affiliation fees of students.

The ruling will affect more than 1,000 students at nine colleges in Wales but is expected to set a precedent, which has already cut back on staff numbers, discretionary awards and its youth service, more than £13,000 in the coming year.

An NUS delegation is planning to meet representatives of the local authority in the near future and the union also hopes to put its case to the Department of Education and Science and the Council of Local Education Authorities.

Affiliation fees are paid by local education authorities directly to the college and university student unions and associations and are in many cases their only source of income.

The recent decision—Cardigan College of Further Education, Pembroke College of Technology, Carmarthen College of Agriculture and Technology, Dyfed College of Art, Ammanford College of Technology, and Llanelli College of Technology—have in the past received £5 a year per full time student. Students at the remaining three—Aberystwyth College of Further Education, the College of Agriculture, and the Welsh College of Agriculture—are members of a guild with an affiliation fee of £30.50 per full time student.

The NUS now fears that local authorities may choose to cut back in the same way. Mr Neil Caldwell, chairman of NUS, Wales, said this week that the issue was viewed very seriously. Indeed, students were expected to respond vigorously to the decision by local education authority and by its attack on union organization.

The Select Committee in its most recent report makes various criticisms of the panel's reasoning which it claims, provides "further evidence of weaknesses in the system for identifying and pursuing over-riding national objectives". The SRC's rejection of the universities' proposal was "premature" and "based on inadequate information", the committee says.

While accepting in general the panel's review of the state of AGT technology, its major criticism is concentrated on the panel's attempt to "assess the commercial prospects for the application of AGT technology to urban and intercity systems."

The committee says that the panel's report is "largely by chance, or on the part out of date or otherwise incomplete."

"We do not believe that the information on which the panel's statement is based is sufficient to justify the panel's conclusions, which are largely by chance, or on the part out of date or otherwise incomplete."

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Advanced ground transport 'needs research unit'

by David Dickson

The Science Research Council should accept proposals for a unit to carry out research on the development of advanced ground transport, according to the House of Commons Select Committee on Science and Technology.

But, the committee has warned that no decision should be taken about the nature of the facility until further assessments have been made of the technical needs of university departments and the cost-effectiveness of alternative methods of meeting these needs, and the overall budget available.

These recommendations are made in the Select Committee's second report on advanced ground transport (AGT), published last week, in which it urges members of the university community to bury past differences and work towards the best use of limited funds.

In its first report, published in 1974, the Select Committee criticized the decision to terminate the work of Tracked Hovercraft Ltd, and to close its test site at Ewath, near Cambridge.

Among its recommendations, the Select Committee gave its support to a proposal received by the Science Research Council from a group centred on Imperial College London, that the Ewath site should be used to establish an SRC institute to study the development of advanced ground transport.

This proposal—with which City University, Cranfield Institute of Technology and University College, Swansea, were also directly concerned—was turned down by the SRC in June, 1974. Three reasons for its rejection were given in a report, published in October, 1975, prepared by an engineering board panel of the SRC.

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Report urges four year social work training

by David Walker

Social workers should have four years in higher education by 1980, according to proposals set out this week by the Central Council for Education and Training in Social Work.

Many of these would follow DipHE courses for two years then spend another two years on vocational qualification in social work. The council also expects growth in the number of four-year undergraduate degree courses that cover social work training with some social workers qualified before training at a time when trained staff are in short supply.

On teacher training for social work the CCETSW says: "Given the requirement that universities and colleges must be satisfied that all practice teachers newly undertaking responsibility for teaching in accessible placements should have a minimum of two years' practice experience and social work training."

The proposals are presented in a document, *Developments in Education and Training for the Certificate of Qualification 1977-87*. It is the first of a series of planning papers to be issued in the wake of the official report on manpower in the social services published last month by the Department of Health and Social Services.

The CCETSW says that if the DipHE is to become an important "feeder" of students to social work qualifying courses, this would require universities and colleges to get on one while working. Degree studies prior to social work training would be more vocationally based though not narrow. Many of the junior social work staff would have had probationary year and older staff would have experience of supervising students.

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Report urges four year social work training

by David Walker

Social workers should have four years in higher education by 1980, according to proposals set out this week by the Central Council for Education and Training in Social Work.

Many of these would follow DipHE courses for two years then spend another two years on vocational qualification in social work. The council also expects growth in the number of four-year undergraduate degree courses that cover social work training with some social workers qualified before training at a time when trained staff are in short supply.

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WUS condemns grants cut claims

by Sue Reid

A controversial claim that 70 per cent of the Rhodesian African students admitted to the country last year have since had their grants terminated by the Ministry of Overseas Development has been condemned by the United Kingdom Council for Overseas Students Affairs and the World University Service.

The claim, which has also been denied by the ministry, is based on a report on Rhodesian African students released by the Catholic Commission for Racial Justice. It maintains that more than 500 of the 780 arriving in the United Kingdom last autumn have had their grants withdrawn because of their poor academic performance.

The UKCOSA also supported the ODM. A spokesman said that the students had achieved extremely good results and the ministry was aware of this situation. Of 60 students who had applied for post-graduate places more than 20 had been accepted.

The Ministry of Overseas Development at first said it would only sponsor 10 students because of the high standard of those that applied. The number has been doubled.

The UKCOSA also denied an allegation in the report that many of the students admitted to Britain last autumn had wealthy parents who could afford to pay the "inhibiting" costs of travel from Rhodesia. A spokesman maintained that many of the students had saved hard for the fare and the plan to fail was that many of the students taking A levels, from their families and neighbours.

For those in exile from the consumer society on a grant, the National Union of Students has joined forces with Countdown, a national discount scheme, to produce a list of 1,000 retailers offering a 10 per cent discount on a wide range of goods which, it is said, stretches a grant 3 or 4 per cent further.

For only £2 students can now pick up an identity card and a 400-page handbook of what's where for less. It starts off quite reasonably listing all the essentials of student life like ragbag albums, contact lenses and cowboy boots. But then less immediately obvious necessities creep in.

For instance, Moss Bros, presumably despairing of a chaise longue generation, offer 40 per cent off dinner jackets. Waiters and waitresses are given the opportunity to blanch before the studios a special offer on bedding and soft furnishings.

Not to be outdone, Home Improvements Ltd of Wellingborough offer made to measure aluminium windows and doors at 10 per cent discount and a Belfast estate agent is "ready to oblige on all sales of private property".

Once in its stride the handbook really gets going. Good quality milk stoles can be acquired from the National For Company in Newport, 10 per cent off Laskis, Jewellery from all J. Weir branches, and for something a little bit special—try hairbrushes by André Bernard.

Also, the old problem of how to get the car washed has gone for ever. Inside this endearing little

handbook are three "Splash Out" vouchers for free car washes at one of the many Car Wash Centres of your choice.

The handbook is arranged geographically and good places to go include Portsmouth—with six hair-stylists and a shaving service—and Southampton—with three and an invisible mender. A place to avoid is Exmouth where you can only have a driving lesson.

However, this does have the advantage that, once mobile, the girls can swap off down to "Knickers" at 210 Godalming High Street for "inexpensive clothes designed for the younger generation" or to Miss Beaujolais (Aberdeen) "where it's all happening".

On the way back they could pick up the dry cleaning at Mendocinos of Bournemouth, sort out the garden necessities bill with H. T. Hollis in Brighton and inquire after light cable wines at a rather good place in Market-by-the-Sea.

And there is now never any need to study at weekends either. A student can hire a special-rate chauffeur driven car and speed off to one of the many Centre Hotels for a cut-price "weekend away with a friend" (£8.25 plus VAT minus 10 per cent).

Tory campaign 'will multiply' student associations by five

by David Walker

The Federation of Conservative Students is confident that next year's recruitment campaign will multiply its number of associations five-fold. Mr Michael Forsyth, its chairman, said this week.

Over the past three years the federation has undergone a transformation, a transformation from a university debating society full of Conservatives who just happened to be in a debating society, to a campaigning organization of social and economic policy of higher and further education who happen to be Conservatives.

There is a general cynicism about socialism and people are looking for new ideas, he said. "Our ideas are now winning support."

LETTERS TO THE EDITOR

Democratic music

Philosophers
Yugoslavia

Policing the policy makers

The report of the Expenditure Committee on policy making in the Department of Education and Science is a low-key document, the first instalment in a developing dossier rather than its grand finale. This will certainly disappoint those who hoped that the committee's report would be a landmark document. The committee's report, however, is a valuable contribution to the debate on policy making in the Department of Education and Science.

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Libraries in future

Rationalization of resources is a bland phrase which masks painful but necessary readjustment to a world of limited means. The university librarians which have been the subject of the *THESES* in the weeks since the publication of the University Grants Committee working party report on the capital provision for university libraries in April demonstrate again that no profession presides without resistance over major changes in its own field, however desirable rationalization may be thought for others.

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at present undertaken by civil servants who become "planners for half a day"—to borrow the rather revealing phrase of Sir William Pile, the former Permanent Secretary at the DES. In France forward planning commands much more attention, and resources, within the Ministry of National Education.

The second aspect is the creation of alternative policies which can be developed to a sufficient level of sophistication. At present it is extremely difficult to challenge the existing educational development line being promoted by the Department, except on ideological grounds. The Department has (allegedly) superior information at its disposal and has shown little willingness to share this information with potential critics until it is too late.

Yet whether the permanent Standing Education Commission proposed by the committee would fulfil this important function is very much open to doubt. It would be composed either of individuals chosen presumably by the very Department they were supposed to check or of the representatives of interest groups—in which case its proceedings would be all too predictable.

Surely the most appropriate solution is for the Expenditure Committee, through a more sophisticated network of specialist sub-committees, to undertake this task itself. Then the constitutional convention of Parliamentary responsibility for the Department itself is the one body to equip itself with the specialist advice and so to develop alternative or at least independent analyses of policy to those provided by the Department. Only the Select Committee on Agriculture in the late 1960s came close to developing this role as not only an independent source of policy ideas.

Of course, such a strengthening of Parliamentary scrutiny could not take place overnight. But a start should be made. As good a starting point as any other is for the Expenditure Committee to see that having chewed for a few months on the problem of educational policy-making it is not simply spat out when one superficially more attractive dish, high security prisons or public subsidy of opera, is presented to them by the vagaries of public sensation.

today's economic climate which cannot be justified any more by the convenience of three or four years in a year which might wish to read it also rather than apply to the Reference or Lending Divisions of the British Library.

The argument that the largest possible open-stack stocks are necessary for browsing is a little more justifiable, though whether people do browse through the type of material which would be removed under a more efficient policy is more open to doubt. Subject bibliographies, a more efficient if less glamorous way of finding out what is available, will become proportionately more important in the future. Librarians now have to decide by what criteria they are going to choose new books, or by what criteria they will retain or reject older books and journals. The decision will probably be more difficult to make in the humanities and the same clear correlation between the age of a publication and the demand for it, as there exists in science and technology. But these are individual libraries in a vacuum. A rational policy will take into account centres of excellence where special collections have been built up over the years around the expertise of a particular university department. A hierarchy of university provision within university provision, cognate to a special division of labour, will make more sense both economically and academically.

From Mr Heath Lees

Sir,—Professor Blacking's article on the search for a democratic policy for music is of course very contemporary in that it attempts to expose an elitist system, but when we concern ourselves with artists, and specifically musicians, then surely it is time to be realistic.

I share his concern that music should ideally be practised and enjoyed by everyone, but the suggestion that everyone is capable of the same degree of musicianship is just nonsense. There is a distinction (which Professor Blacking makes but doesn't seem to notice) between the "musically talented" and "those who display musical talent" by which of course he means some musical talent. Is it really being suggested that anyone who can pick out a tune on a piano can become a concert pianist?

Professor Blacking goes on to say that the view that "some people are born musical than others" (his italics) is "a mistaken notion". It is not. It is a fact, demonstrable, for example, in that some few people have perfect pitch and most others do not, and those who do not cannot be "taught". It surely, this power of instantly defining a note or not they possess it—whether or not they become professional musicians—an enormous, natural musical advantage that no levelling philosophy can ignore. Or again, anyone who has conducted an aural hear "natural ear", they simply hear better, and obviously at home with sound the way that some swimmers are in water.

We are told of "the unscientific and extraordinarily unsocialist idea of differences" (does he mean all artistic talent as the expression of logical inheritance rather than "social experience" and, further, that this view "leads logically to the paradox that Mozart must have been a biological freak, but that in spite

of this, millions of normal people have responded to his 'eccentricities' rather more profoundly than they would do to a performing chimpanzee". Professor Blacking obviously thinks Mozart is not a biological freak—he implies that he is a sociological freak—but at least he granted his uniqueness. The fact that Mozart needs forty skilled musicians before, say, the Jupiter symphony is made manifest, and the fact that listening to Mozart's music is as stimulating and rewarding as playing it—both go sure should. (It is interesting that Mozart should have been chosen, when he scorned patronage and died tragically early, in poverty.)

So far as I am concerned, like Professor Blacking, the more music-making for everyone, the better. Let's have the average comprehensive school filled with (literally) hundreds of violins, hundreds of bassoons, etc. etc. and hope that the clasp with perfect pitch and a few natural geniuses will sit quietly while others labour to achieve what he's already got. Or let's ignore seven hundred years of Western music because it demands skills which are only completely realizable in concert by full-time application. Instead, let's go back to our pre-industrial ("pragmatic") (is a red herring) simplicity of the communal expression within the tribe.

But if this proves impracticable (and I for one cannot envisage the possibility of such an enormous subsidy, or such a shift in cultural values, or such a shift in the way we have some artists who at some stage, are paid to be artists, and involve us all in their work.) But we do not select them; they select themselves. Yours faithfully, D. V. WHEATLEY, Department of Music, University of Stirling, Scotland.

more letters, please

From Mr C. R. Coles

Sir,—I am not certain that I entirely agree with Dr Christopher Matheson (THESE, September) that it is just the word "training" that puts people off. Certainly the notion of academic staff are like roses, or at worst flags, is rather out of place. But the experience at Southampton University, where the problem is deeper than that.

As Frances Gibb mentioned in the article, most universities, these days, organize an annual workshop for new lecturers. We are no exception. However it appears that we are fortunate that some in a number of our departments have a "committee" of teaching-media to coordinate workshop and much of my own time is set aside to organize and run such activities. Moreover our vice-chancellor gives us every encouragement.

What seems to put people off is, not so much the idea of "training", but, I believe, the concept of a "course", for even if these activities are called "seminars" or "workshops" they remain, for many people, euphemisms for "being told". Although in our courses we place an emphasis on contributions from university staff who "tell us how they teach" rather than "tell us how we should teach".

Librarians now have to decide by what criteria they are going to choose new books, or by what criteria they will retain or reject older books and journals. The decision will probably be more difficult to make in the humanities and the same clear correlation between the age of a publication and the demand for it, as there exists in science and technology. But these are individual libraries in a vacuum. A rational policy will take into account centres of excellence where special collections have been built up over the years around the expertise of a particular university department. A hierarchy of university provision within university provision, cognate to a special division of labour, will make more sense both economically and academically.

Professional development—and Dr Matheson rightly concentrates on going, recognizes that problems exist and need to be solved. This is a personal realization of the individual himself. Although it is a workshop experience, it is not a "course" if it does so. What is not the answer at Southampton by some success in development, as a by-product of staff curriculum development. In recent years, and evaluation of courses have been struck by a recurring theme. During interviews, about

their courses colleagues often say, "I never actually think of that before" or, "we just have to live with it" or, "we just have to live with it". It is as though the teaching process becomes an ill-considered experience for these members of staff. As a result of the evaluation they are beginning to see their own teaching in a new way.

The evidence for the success of courses is somewhat scanty. Perhaps their greatest attribute is that they are seen to be happening. Certainly as your article suggests, there is antipathy and even hostility from some of the senior members of staff. However, through the analysis and evaluation of courses by "neutral" researchers seems to start a process of attitude change in members of faculty, stemming from a recognition of teaching as a profession. Perhaps it is worth pursuing the notion of curriculum development arises out of curriculum development.

Yours faithfully, COLIN R. COLES, Department of teaching media, University of Southampton.

Bradford places

From Mr D. V. Wheatley
Sir,—David Hencke in "Teacher Education: The Way is Yet to Come" (THESE, Sept. 10), misrepresents the position. The City of Bradford Metropolitan Council has been allocated 1,000 teacher training places for 1981. Our Standing Academic Planning Board is planning the distribution of these places so that each of the four comprehensive teacher training providers has a share. As a result each college will have about 350 teacher training students in 1981. All three colleges are, of course, also developing a wide range of other higher education district programmes to provide some 3,417 higher education places. Yours faithfully, D. V. WHEATLEY, Chief Further Education Officer, Council, Bradford Metropolitan.

From Dr E. M. Curley and Dr J. M. Curley

Sir,—On behalf of the Association of Philosophers in Yugoslavia, we wish to express our appreciation for the article by Professor Blacking on the search for a democratic policy for music. We are particularly interested in the article's discussion of the role of music in society.

Through we understand the philosophers in other Yugoslav republics have had similar difficulties, we wish to call particular attention to the measures taken in Belgrade to deal with these difficulties. We have more information.

The Government has prevented publication of the philosophers' books, articles and papers (including the *Praxis*); it has confiscated passports and imprisoned who supported them.

Following this refusal to permit the law was applied to the Faculty Council and the Faculty Council was dissolved. Under the new legislation, the Faculty Council was dissolved. The Faculty Council was dissolved. The Faculty Council was dissolved.

These men are Marxists, whose office is to believe even a Marxist regime. They are not only Marxists, but they are also Marxists. They are not only Marxists, but they are also Marxists. They are not only Marxists, but they are also Marxists.

The actions taken against the Faculty Council are a serious violation of the principles of academic freedom and the right of the Faculty Council to manage its own affairs. We are particularly concerned about the actions taken against the Faculty Council.

We have been authorized to make a general statement to the public about the actions taken against the Faculty Council. We are particularly concerned about the actions taken against the Faculty Council.

more letters, please

Deciphering the signs of the times

Semiotics is the science of signs, but this definition tells us very little. If anything, it has meaning is a sign, then semiotics might plausibly claim much of human knowledge as its province. All human activities, be they real, paintings, songs, buildings, or everyday utilitarian objects, have meaning, as do all those human actions which are usually studied by sociology, psychology, history, anthropology.

In treating artifacts and actions as bearers of meaning, semiotics would already have a immense scope, but it would not have reached its potential limits. The realm of semiotics can also include natural objects, for they too function as signs: certain clouds mean rain to the meteorological eye, and a particular geological configuration may be a sign of oil, or at least will tell of the region's history.

If semiotics studies everything which signifies, then it embraces a wide variety of disciplines with distinct objects and different methods. Not surprisingly, the *International Association for Semiotic Studies*, which drew some seven hundred people to Milan in the summer of 1974, was something of a patchwork, with papers on literature, music, film, painting, architecture, advertising, animal communication, scientific language, non-verbal communication, and psychopathology.

How can one justify this imperialism (the word scarcely seems too strong)? Why should all these different things be brought together under the banner of semiotics? What is the nature of semiotics that it should seek to study its own terms objects which are already treated by other disciplines?

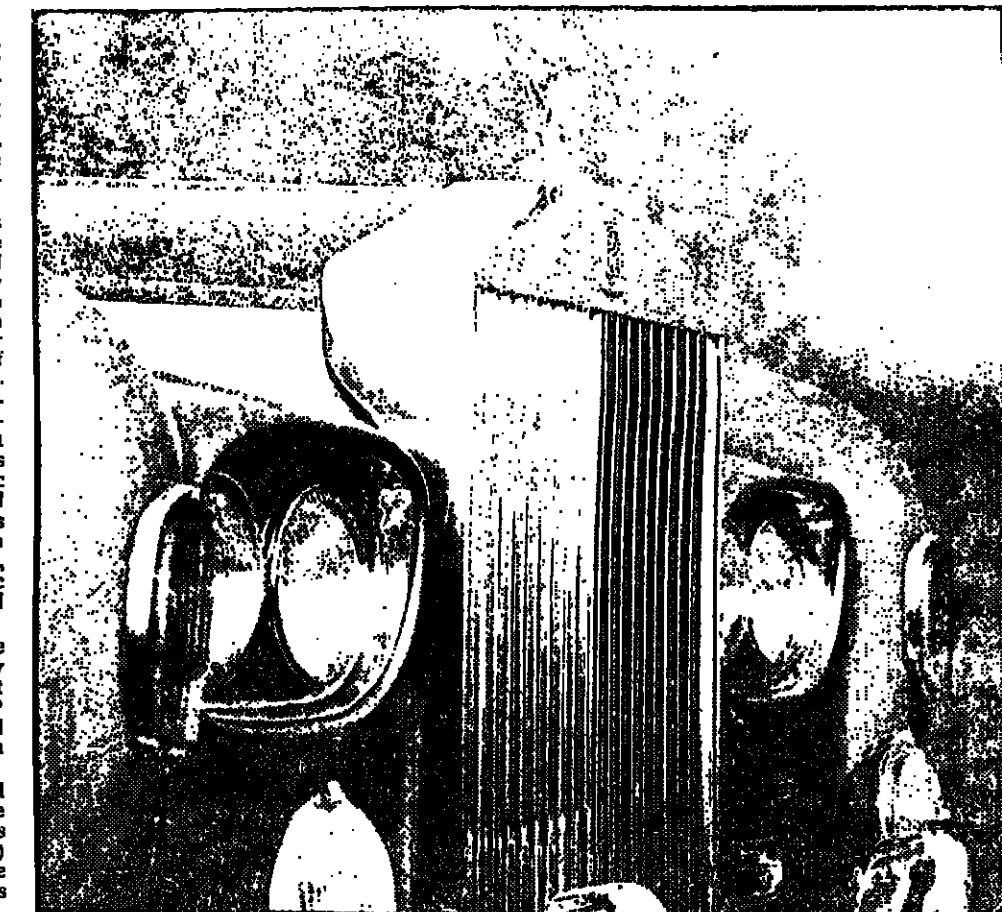
For answers to these questions one should turn first to Ferdinand de Saussure, the founder of modern linguistics, who in his seminal *Course in General Linguistics* (1917) first proclaimed the need for a general science of signs which would "teach us what signs consist of and what laws govern them."

Though he christened this discipline "semiology", Saussure refused to speculate on its precise nature, observing only that "its place is assured in advance." His confidence doubtless came from the conviction that students of language would be compelled to ask about signs, for it is not obvious that language is above all a system of signs and that therefore we must have recourse to the science of signs? he wrote.

Studying signs of other sorts would teach the linguist what was typical and what was peculiar of language. And Saussure added: "Not only will this procedure clarify the problems of linguistics, but rituals, customs, etc. will, we believe, appear in a new light if they are studied as signs, and one will come to see that they should be included in the domain of semiotics and explained by its laws."

We are now better placed than was Saussure to describe the "new light" which semiotics casts on other activities. This new perspective stresses, quite simply, the communicative aspect of all our behaviour, the artifacts we create and the objects we dwell among: our activities always signify, always tell others about ourselves and our society, about its codes and our relations to those codes.

more letters, please



"Social convention has made a Rolls-Royce signify wealth more imperiously than other equally expensive objects."

Jonathan Culler describes and discusses the imperialism of semiotics—the 'science of signs'

any kind there is a system to be explained. Or, to put it another way, if the meaning assigned to objects and actions by members of a society are not purely random phenomena, then there must be a semiological system of distinctions and rules of combination which one might hope to describe.

Obviously a vast range of phenomena could be studied in this way, as elements whose meaning is derived from an underlying system of signification. An important question which an imperialistic semiotics must answer is thus whether there are not various kinds of signs which require different approaches.

The most common reply distinguishes three fundamental classes of sign: the icon, the index, and the sign proper, each of which involves a different relation between its form or signifier and its meaning or signified.

An icon is based on resemblance between signifier and signified: a portrait signifies the person of whom it is a portrait not by convention only but by actual resemblance. In an index the relation between signifier and signified is causal: smoke means fire because fire is generally the cause of smoke; tracks in the snow are signs of the animal likely to have produced them.

more letters, please

the audience understands without assuming that the smoke has actually been caused by fire.

Many indices can be used as conventional signs in this theoretical way, but there is a large set of conventionalized indices which are especially interesting in the semiological sense: they constitute the social mythology of a culture.

What we call "status symbols" are among the best examples. As the name implies, they are not just indices of status but symbols of status, conventionalized signs; they have been promoted by the conventions of the society in the rank of symbol, and carry a meaning far beyond their indexical nature alone would entail.

A Rolls-Royce is certainly an index of wealth in that one must be wealthy to own one, but social convention has made it a symbol of wealth, a mythical object which signifies wealth more imperiously than other objects equally expensive.

more letters, please

ideas which are already defined, aesthetic expression works towards notions and complex ideas which have not been formulated, and as soon as an aesthetic practice comes to be perceived as a code, words of art move beyond that code to question, parody, and transform it. Works of art are semiotically fascinating because of the ways they comment on and explore the codes they seem to be using.

Next we may list all those social practices which are not primarily acts of communication or expression but which do put into play sets of distinctions which carry meaning for members of a culture. I have already mentioned systems of etiquette, conventional governing food, clothing, commercial objects; and generally one might say that any action or object for which a society has a name will figure in its symbolic systems.

The semiotologist studying social practices attempts to make explicit the underlying systems of distinctions which accounts for the meanings governing food, clothing, commercial objects; and generally one might say that any action or object for which a society has a name will figure in its symbolic systems.

There is nothing to be gained by claiming all these disciplines as branches of semiotics. It is obvious in the case of discredited sciences like astrology. Since we reject causal connections between the movements of the planets and events of one's life, we can think of astrology as a system of conventions: rules which could be codified so as to give the meaning of any combination of astrological factors.

An account of these conventions would be a semiological analysis of astrology's system of discourse (a making explicit of astrology's implicit knowledge), and for the semiotologist it makes no difference whether that knowledge is sense or nonsense. It treats it as a discourse, a set of rules and conventions for interpretation.

But if the truth or falsity of astrology does not affect a semiological analysis, then there is no reason why still active and credible sciences could not be analysed as discursive practices: sets of conventions for giving meaning to particular kinds of objects or actions.

Some disciplines, such as medicine, meteorology, psychology, economics, and astrology may lend themselves more easily than others to semiological analysis since they are more obviously concerned with the identification and interpretation of signs; but in fact at this level any discipline which can be studied semiotologically, since it is itself a specialized "language" with its own rules, and articulates a portion of the world.

What conclusions can one draw from these abstract and schematic reflections? There are two which the current status of semiotics might lead one to emphasize. First, even if semiotics moderates its ambitions and does not claim other disciplines as its branches it will clearly attempt to become a meta-discipline which describes how other disciplines identify and interpret signs.

more letters, please

The author is fellow of Brasenose College Oxford. His Structuralist Poetics has recently been awarded the James Russell Lowell Prize, and his book Saussure will be published next week by Fontana in the Modern Masters series.

Patchy picture of linguistics study

A First Language: The Early Stages by Roger Brown
Penguin, £2.95
ISBN 0 14 08 1054 4

Sociolinguistics: A Critical Survey of Theory and Application by Norbert Dittmar
Edward Arnold, £9.95 and £4.95
ISBN 0 7131 5828 X and 5837 9

Language in Culture and Class: The Sociology of Language and Education

by A. D. Edwards
Heinemann Educational, £5.50 and £2.50
ISBN 0 435 82269 1 and 82270 5

Social Class, the Nominal Group and Reference by P. R. Hawkins
Routledge & Kegan Paul, £7.50
ISBN 0 7100 8375 0

The Grammatical Analysis of Language Disability by David Crystal, Paul Fletcher and Michael Garnica
Edward Arnold, £9.00 and £4.50
ISBN 0 7131 5842 5 and 5843 3

The arrival of these five books to review coincided with Bob Hodge's complaint (*The THES*, July, 16) about the state of linguistics in the United Kingdom. It has been an interesting and salutary task to consider these books—three of English provenance, one German and one American—against the words of my ex-colleague Hodge and the reply of Pullum and Lass (*The THES*, August 13).

One of the more bread and butter aspects of the state of the art of linguistics in this country was only cursorily discussed and yet, on reading these five books, becomes of paramount concern: the number of undergraduates forming the readership of these and other linguistics books. What are these students studying? Where is the large-scale work in this country of undergraduates programmes, masters degrees, diploma courses in linguistics which exist in the United States? Here it is a much more patchy picture with linguistics often taught and studied not as a major discipline in its own right, but as an adjunct to English literature, modern languages, psychology, sociology, speech therapy, etc. One seems to be that it has most use, most power as some kind of "tool" whose main task is to "unlock" hitherto unsolvable problems in other fields of study, particularly education. Hence perhaps the five books and their intended readership, which reflects this apparent view of them, appeal explicitly to students on a wide range of disciplines: all of them job in the direction of college of education courses—once, you may remember, a lucrative market.

Roger Brown's *A First Language*, now published by Penguin, is a wide-ranging and sensitive account of the language development of children during the first two of

Brown's five stages. The book was first published in 1973 and particularly reflects the concerns of the east coast linguists with the acquisition of a syntactic system in a relatively decontextualized way. But a number of factors lift the book out of being an ordinary description of the development of syntax. One is the sheer depth of the discussion; an example of this is the long chapter "Semantic Roles and Grammatical Relations" which contains an extended debate on the work of Bloom and Schlesinger. Another is the skill with which Brown interlinks the linguistic development of children and their psychological and social development. For an example of this aspect of the book it is worth while looking at Brown's discussion of Piaget's notion of sensorimotor intelligence and the meaning of stage one; in a few pages Brown links the terminal achievement of sensorimotor intelligence to the first utterances of the stage one development of language. It is a most persuasive piece of writing, among the best of its kind: a model for us all.

A First Language is more than an account of the work done by Brown and his colleagues; it is at the same time a masterly survey of work published (and as then unpublished) in the early years of this decade. The range of references is comprehensive and Brown is a past master at highlighting the differences and similarities of the studies under consideration. We owe him a great debt for this book; with its depth, care and concern for the clear exposition of the very early stages in the development of a child's system of communication.

A major preoccupation of the British study of language has been an exploration of language and society and there have been many studies attempting to correlate linguistic ability with social class. As three books out of five focus on just this aspect of linguistic research, my immediate reaction was of having travelled this road many times in recent years. But in fact the case of two of the books such as Dittmar's *Sociolinguistics: A Critical Survey of Theory and Application*, translated from the German, is an important contribution to the theory of sociolinguistics. Dittmar devotes the first three chapters to a comprehensive and detailed attack on Bernstein's linguistic deficit hypothesis, which holds that the social structure of a society, and therefore its social privileges, is directly dependent on the degree of organization of their linguistic messages.

Quite rightly, Dittmar begins every stage of his critique of the work of Bernstein and others with an analysis of the data and their collection. The collection is very often seen to be the weak link in the chain from evidence to theory; the evidence upon which the theory rests is often biased by the errors or by inappropriate tasks, thus calling into doubt the assumptions made to explain the evidence

which rarely shows linguistic deficit anyway. The second half of the book considers in only slightly less detail what Dittmar calls the variability concept of language, what is perhaps better known here as the linguistic difference hypothesis. The variability concept is seen to offer certain clear advantages over the deficit hypothesis: its procedure is descriptive, it assumes the functional equivalence of different languages and uses neutral concepts in its description; it separates cognitive aspects from the analysis of linguistic variation; and it investigates speech behaviour in specific contexts in correlation with a large number of social and regional parameters in specific situations.

Following the debate on the variability concept there is a very useful overview of sociolinguistics as it relates to the notions of that concept. This is a rewarding analysis of the organization of communicative competence well related to recent correlative studies exemplified in the work of William Labov. The final chapter is a short critique from the Marxist standpoint of the efforts of those attempting to educate young people in the black ghettos of America. Those programmes called programmes for the "pacification of the ghettos"—based even on the variability concept—are seen to be doomed to failure because of internal structural and functional conflict. The final part of the book is an extensive annotated bibliography on sociolinguistics, particularly useful to an English-speaking reader, containing many German, and other European references.

There are many similarities between Dittmar's book and A. D. Edwards' *Language in Culture and Class*. The ground covered is similar, although Edwards' contribution is more to the debate about the various roles of language in perception of others and in education. A book aiming at students other than linguistics, it offers a well-thought out analysis of recent work in sociolinguistics without Dittmar's concentration on politics or education. Edwards' book is one of those to be recommended to students in a wide variety of disciplines who want a reliable and well-referenced summary of sociolinguistics.

The work must inevitably be compared to Peter Trudgill's *Sociolinguistics: An Introduction* as a basic introductory text. I personally have found Edwards' book easier to read and understand, judging it as a basic text. His style is straightforward and he has an undoubted ability to write very clear and useful summaries. An introduction to his masterly exposition in a section he calls "Elaborated and Restricted Codes: A Theory in Search of Evidence". The final two chapters of the book concentrate on the theme of language in education. I can particularly recommend it as being very well worth while the chapter on the "Language of the Classroom". An introductory text

at its very best. *Language in Culture and Class* is a first rate contribution to the study of language and society.

Peter Hawkins's *Social Class, the Nominal Group and Reference*, is the eighth in the series Primary Socialization, Language, and Education edited by Basil Bernstein. It is two books in one really: there is an enormously detailed statistical analysis of the language of two groups of children listing the frequency of occurrence, use and relationships of certain constructions including the nominal group, modifiers, qualifiers, heads and pronouns, and at the same time an analysis of social class differences in the data collected. This over-simplistic view of society resulting in a dichotomy between working-class and middle-class language is the bane of the whole series. Hawkins is still using the same data collected all those years ago and subject ever since to doubts about their validity (see Dittmar and Edwards) as well as the data concerning the communication index, which was collected from questionnaires asking mothers what would they do in certain situations and again subject to serious methodological misgivings. I found the book helpful in providing norms of distribution of various elements in the language of children but spoilt by this English obsession with social class.

I have deliberately left until last the Crystal, Fletcher and Garnica volume, *The Grammatical Analysis of Language Disability*, for it is in a class of its own. This book is the first in a new series, *Studies in Language Disability and Remediation*, and judging by this offering the series will be first class. Crystal et al describe a grammatical assessment and remediation programme which is designed for use with either children or adults and with a variety of language disability. The case by which the authors argue for the centrality of the need to analyse language disability in terms of syntax is unimpeachable; they present an extraordinarily well the case for the new remedial procedure, Language Assessment, Remediation and Screening Procedure (LARS). The chapters five and six the procedure and the treatment of language disability are systematically described and can easily be followed by someone attempting to use the procedure for the first time with a patient. The two case studies at the end are a helpful exemplification of the procedure with a child and then an adult.

This volume by Crystal, Fletcher and Garnica is one of the finest flowerings of British linguistics. It is an almost perfect collaboration between theory and the application of theory to the difficult area of language disability. The book will be read and used actively by specialists in the field of disability, but it will also become a standard textbook for all students of linguistics for its insights into grammar and syntax. A superb book.

Sinclair Rogers

Weberian thought

Max Weber's Theory of Social Formation: History, Law and Types by Thomas Burger
Duke University Press, \$25
ISBN 0 8223 0332 9

Max Weber's methodological approach by Judith Higgins
Cambridge, £2.50 and 95p
ISBN 0 521 2192 X and 193 8

The Brontë Sisters: Selected Poems edited by Stevie Davies
Cambridge, £2.50 and 95p
ISBN 0 521 330 X and 138 8

An Elegy Written in a Country Churchyard by Thomas Gray
Introduction by Alastair Macdonald
Penguin, £1.00
ISBN 0 14 042 208 0

Thomas Hardy: The Complete Poems edited by James Gibson
Macmillan, £5.50
ISBN 0 353 17775 4

Burger does not accept the book's aim to show that Weber's methodology was fundamentally influenced by the contemporary neo-Kantian philosopher Heinrich Rickert, an appreciation of the key to Weber's internal unity in Weber. Burger does not deny that he drew upon other philosophical sources, but concentrates his attention upon the relation of Weber and Rickert. This book itself been the cause of controversy in that Weber refers to Rickert infrequently, and some have concluded that Weber had no opinion of Rickert's work, or even that Rickert was Weber's in the later development of his work, than the other way round. All this sounds like a great scholarly controversy and a book, which is not written in the liveliest of styles, appears grudgingly to the task of making through these good jobs. But it does for the individual Rickert over Weber and, since argues that this is the aspects of Weber's methodology that otherwise remain obscure. The book contains a list of some of the major concepts, and a treatment of ideal types which Burger concludes is the important contribution he makes to the pre-existing literature.

This work is probably not intended to be of much use to anyone other than Weber specialists. It is a thoroughly argued and mentioned addition to the existing library of Weberian studies, and contains some odd gems. The book does not refer, for example, to H. H. Bruner's *Science, Values and Politics in Max Weber's Sociology* (1972), which covers the same ground as he does in considerable detail.

Anthony Giddens

The poet-musician

rhyme in English; but that went with a subtle sense of what was suspenseful and irregular in the natural music of the language. Thus it is a simplification for the introduction to hold by emphasizing the idea of "Sweet Master Campion"; but in fact that soon disappears, in favour of seeing Campion's skill, subtlety and constant linguistic inventiveness. For the reader, a poet, he always disappears, in favour of seeing Campion's skill, subtlety and constant linguistic inventiveness. For the reader, a poet, he always disappears, in favour of seeing Campion's skill, subtlety and constant linguistic inventiveness.

Beddoes is an interesting confirmation of the variety of the Victorian poetic scene and of how it had not altogether lost touch with the Jacobean past, but Judith Higgins's selection cannot conceal the fact that a poet, he always disappears, in favour of seeing Campion's skill, subtlety and constant linguistic inventiveness. For the reader, a poet, he always disappears, in favour of seeing Campion's skill, subtlety and constant linguistic inventiveness.

Alastair Macdonald has brought together a facsimile printing of the Rieu Manuscript of Gray's *Elegy* (with an annotated transcript) together with a facsimile of the first edition. The introduction gives meticulous accounts of the Rieu MS and its handwriting, and also of the two other extant versions in Gray's own hand. This is not simply a nice scholarly book: in effect it provides the raw materials for some essential training of the modern reader, and every institution with them should make sure that several copies are available. One ought also

to note that the volume is an outstanding piece of dignified book-making in faultless visual taste. Vaughan's *Complete Poems* in the Penguin English Poets has no general introduction, but a brief table of dates and a fairly extensive specialist bibliography. Vaughan is not an easy poet, and the general reader or beginner student may find himself rather at sea over the times in which Vaughan wrote and the traditions and associations that affected him. For the specialist, though, this publication is a major landmark: the notes are much fuller than hitherto, and as they are diligently worked over, a picture of great exactness, detail and extent unfolds impressively.

I hope only that readers will not be deflected by the crudities away from Vaughan's marvellous immediate quality—the almost Dickensian richness of some of the *Olor* poems, occasional poems as well as the intense visionary spontaneity of the great religious lyrics. "Mum in those early days . . . shined a little." Hardly any English writer before Vaughan, or after his time are so diligently worked over, a picture of great exactness, detail and extent unfolds impressively.

The New Wessex edition of Hardy's poems includes 30 or so hitherto uncollected pieces (including his extraordinarily interesting first known poem, on the house he was born in), three evocative Hardy sketches, and some brief terse notes that well serve to bring out how there is a good deal, not widely recognized, by way of variant readings for Hardy's verse. There is no indication that *The Dynasts* is to follow, but that would virtually complete the present imposing set of Hardy reissues.

John Holloway

Nostalgia for the old ways

Tragedy and Social Evolution by Eva Piges
John Calder, £5.95
ISBN 0 7145 3316 8

Man and Work: Literature and Culture in Industrial Society by David Menkin
Methuen, £5.00 and £2.50
ISBN 0 416 83880 4 and 83890 1

"This book [by Eva Piges] attempts to explain some of the forces at work which contributed to unique peaks of artistic achievement." It fails. The failure is not instructive because others have failed in the same way before. It is not interesting because it is derivative, repetitious and ignorant. The attempt is to use anthropology to understand literature and, notwithstanding numerous precedents of failure and success, from Comfort to the structuralists, the only result is to

abuse both. The book would be less offensive if it were limited to sub-literature, but its sights are fixed on Shakespeare and the Greeks. Shakespeare is naively assumed to swallow whole the then official views on war, prince's responsibilities, order, James I and women, whereas it is evident that his awareness of the issues is far more comprehensive than any shown by his critic; the conclusions taken from these assumptions are consequently worthless.

Both literary and anthropological evidence are treated with arbitrary eclecticism. The chapter on women manages without any reference to Lavinia, Constance, the Nurse, Portia (in *Julius Caesar*), Emilia, Bianca Virgilia or Paulina and has only one passing, insensitive, unindexed reference to Cleopatra. The anthropology is limited to four tribes and three theorists, but shows no signs of any principled understanding. The two subjects are simply knocked together as in this elegant example of insight, reasoning and expression: "The falling powers of an old king can here (*Gorboduc* and *Leir*) be linked in a very real way with a belief in kingship which inspires certain societies to equate the health of their king with the life force of the society itself, and thus dispose of an ailing king." Worse could be quoted to assert that the book is "wider in scope and more dogmatic than anything which has appeared elsewhere".

Mr Menkin is more modest and has more to show, although his title is misleadingly grand. He does not begin by asking why men work, or why men sing, or why Industrial Revolution have been so preoccupied with evaluating work, but he does not answer these questions. Instead, he surveys the evaluations and explanations of various literary men of the period from Adam Smith to Roger Garaudy. By collecting and distinguishing the positions of English, French and German writers he shows the pervasiveness of the subject and the recurrence of the theme, thereby justifying his qualified claims to demonstrate a tradition. The attitudes run from

anxiety and nostalgia in the face of changing modes of work to the enthusiastic position of Jungel. The writers include among others Fourier, Carlyle, Marx, Ruskin, Morris, Zola, Kaiser, Toller, Sorel, Lawrence, Péguy, Giono, Eric Gill, Simone Weil, Camus and Wesker. Anarchism emerges as the main sub-tradition in this account.

It is a partial account, for several names one might expect to see are conspicuous by their absence—Dickens, Kierkegaard, Dostoevsky and above all Brecht. Hegel is not quoted from source and Marx receives what seems to me an unengaged attention. There are reasons for this: Marx's analysis has great intellectual subtlety, but that is surpassed in eloquence and the show of passion by more literary figures . . . complementing, completing and illustrating his theoretical constructs." This is in effect a reduced rating for the literary figures and so indeed most of them appear. Their eloquence as quoted is often windy, their passions confused, their intellect far from acute. When the survey mentions the continuity between Proudhon's *Philosophy of Poverty* and Péguy it seems pervasively peripheral to then pass to Marx's son-in-law's *The Right to be Lazy* without mentioning Marx's own crucial attack on Proudhon.

Although the book is careful to point out the reactionary strain in most of the literary writers as they attempt to stem the current of the times, in the last resort it sides with them. This seems weak to me. Moreover the weakness is paralleled by an infirmity of method. It is to the great writers at their best that one should look for literary insights into social issues, not to the social sciences. Menkin is sensible and moderate, but as he balances his way through the book, adding now a touch of head and then a dash of heart, he joins his subjects in the follies of such falsely opposed and categorized terms. Being so common-sensical, it is inevitable that Morris emerges as the favourite and the conclusion is no more than a wistful endorsement of his wishy *Utopia: A Factory As It Might Be*.

T. J. Cribb



Autumn Scene with Quail and Sparrows is the title of this Chinese hanging scroll. In ink and light colours on paper. The artist is Wang Yüan and the scroll is dated 1347. This is one of many illustrations from *Yuan Beyond a River: Chinese Painting of the Yuan Dynasty 1279-1368* by James Cahill, published by Weatherhill at £13.50.

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BOOKS

Index numbers

The Analysis of Time Series: Theory and Practice
by C. Chatfield
Chapman and Hall, £4.35
ISBN 0 412 14180 9
Index Numbers in Theory and Practice
by R. G. D. Allen
Macmillan, £10.00
ISBN 333 16916 6

Chatfield's book, which aims to bridge the gap between theory and practice is a useful addition to the time series literature. The emphasis is on the use of Box and Jenkins in the time domain and on spectral analysis in the frequency domain. In addition there is a chapter on linear systems and one on bivariate processes. Most of the key theoretical ideas are covered but as a theoretical text too much has to be taken on trust. Many of the important problems facing practitioners are not discussed and there is little perceptive criticism of the merits of different methods. Yet again we are told a minimum of 50 data points for autocorrelation analysis and between 100 and 200 observations for spectral analysis. Practitioners will ask the author why he has not given them better guidance since an adequate number of observations clearly depends upon the lead time, the sampling interval and the amount of white noise relative to structured movement (which is clearly linked to the distinction between the macro and the micro). The treatment of seasonality leaves a lot to be desired.

However, the author's aim is ambitious and many might say impossible in 200 pages. In practice, context is crucial and it may well be as Hannan is quoted as saying: "Experience is the real teacher and that cannot be got from a book."

It may well be but that does not prevent the communication of experience and the *Index Numbers in Theory and Practice* will find a better balance between practice and

theory. Practice must depend upon theory says the author but he equally emphasizes the importance of robustness, formulation and thoroughly looks at the strengths and weaknesses of various types of index numbers. The opening general survey chapter makes particularly good reading and is recommended to all students of quantitative economics and social sciences. In recent years we have seen an explosion in information and official statistics. It is vital that we properly understand the derivation and meaning of these statistics and so retain control over them rather than being over them.

After all if you consider the costs of a pound of meat, the mortgage on a house and so on, and suddenly find all of these bundled together and reduced to a single figure which is regularly reported by newspapers as a mystical retail price index or as a real figure used politically as the case for a wage increase, then it is clear that index numbers do in fact influence our lives.

A comprehensive text such as this on the subject of index numbers has been lacking. After the opening general survey, the relative value of index numbers is considered and well illustrated by examples. Then the major topic of runs in index numbers is tackled both with respect to fixed weights and chaining. The book considers the problems of constructing index numbers such as sampling techniques, qualitative changes, and the penalties of over and under specification. Although it is unlikely that lecturers will wish to devote a full lecture course to the topic of index numbers most will wish to devote at least half a dozen lectures to this subject. Here is a text which can be referred to, a text which is clear and which takes pains to reach the reader who knows only a little maths and statistics.

P. J. Harrison

New proofs

Topics in Finite Groups
by T. R. GAGAN
Cambridge University Press, £2.50
ISBN 0 521 21002 X

One of the major advances in technique in the study of finite simple groups has been the so-called Bender method. This derives from the new proofs given by Bender of the uniqueness theorem of the Feit-Thompson odd order paper and of Walter's classification of finite simple groups with abelian Sylow subgroups. Bender's papers, while elegant and concise, omit many details which are not always easy to fill in. By providing detailed proofs and appropriate preparatory material, Dr Gagan aims to make Bender's work more readily available to the group theoretical public. In general the book succeeds in its aims, though it would be more accurate to describe it as presenting a complete treatment rather than a simplified one as claimed on the back cover. The potential reader should not be deterred by an introduction which expects him to have read Gorenstein's book and much of Huppert's; a reasonable acquaintance will suffice. Nor should he be deterred by a seemingly disconnected sequence of early results, some of which have been proved in the last 10 years. When he gets to the core of the book, he will find that Gagan has carefully argued every point. Particularly with the abelian Sylow subgroups theorem, Gagan has followed Bender's argument closely, with considerable augmentation, so the reader may find it instructive to read it in conjunction with Bender's original papers. In this way he will see what one must visualize as "obvious" in Bender's thinking.

There are some rough edges and minor irritations; for example, room might have been found for the Hall-Higman reduction argument, or at least a precise reference given. However, for notes of this nature this is not too important. Gagan has performed a valuable service in providing an aid to understanding Bender's papers.

M. J. Collins

Raindrops

A Short Course in Cloud Physics
by R. R. ROGERS
Pergamon, £6.95
ISBN 0 07 019694 2

Based on a course of lectures given by the author at McGill University, this book is for postgraduates researching in cloud physics. The first few chapters on meteorological thermodynamics develop the appropriate thermodynamic laws and equations for dry air and then for air containing water vapour. Static stability, air parcel buoyancy and an account of our understanding of mixing of air masses and theories of convection are included.

There are three chapters on non-freezing clouds covering how water droplets are formed and the role of condensation nuclei in the atmosphere. The growth of stable droplets by vapour diffusion, paying attention to recent developments in the molecular kinetics of this phenomenon, is discussed and rain-drop formation by the stochastic process of collision and coalescence of cloud droplets. The parallel processes, heterogeneous nucleation, vapour growth and accretion, occurring in clouds containing the ice phase are covered, followed by an account of the relative growth rates of precipitation by the coalescence and ice crystal processes.

There is a chapter on the properties of precipitation particles and the size distributions of the hydrometers occurring in natural rain and snowfall. Satellite drop formation by the aerodynamic break-up of raindrops or the collision of drop pairs is considered and the collection of raindrops by snowflakes. Macroscopic aspects of cloud physics are covered in "Precipitation Processes" and "Severe Storms and Hail". Some precipitation systems are described paying attention to the airflow which governs rainfall. There is a brief discussion of the efficiency with which cloud water is transformed into precipitation.

The book is written clearly and elegantly with pertinent figures and photographs. It usefully defines research areas of current concern.

John Latham

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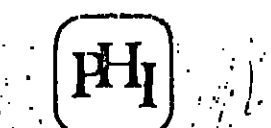
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BOOKS

Rotational states

Nuclear Structure, volume II: Nuclear Deformation
by Arne Bohr and Ben R. Mottelson
W. A. Benjamin, \$37.50
ISBN 0 8053 1016 9

The appearance of this second volume in the series, could not have occurred more profitably coinciding as it did with the award of a Nobel Prize to the authors. However, the book's impact is assured by its own excellence quite apart from this additional factor.

Like its predecessor, the material is presented in three interwoven but distinct levels: text or general argument; examples in correlation between theory and experiment; and appendices which, in volume one, contained additional mathematical analysis and offshoots from the main argument but here consist chiefly of models which enrich, but are not part of the theme, for example the liquid-drop model of vibrations and rotations. Chapter four, "Rotational Spectra", presents the most compelling of all collective effects; chapter five, "One-Particle Motion in Non-spherical Nuclei", connects single-particle and rotational motions; and chapter six, "Vibrational Spectra", this last chapter is concerned with all collective motion not so far discussed and is much more general than one might have anticipated on extending the analogy, maintained by the authors, between nuclei and molecules.

Volume two is about 50 per cent longer than volume one because it includes much of the work originally intended for volume three. The preface gives an exact clue as to whether or not a third volume is now intended, though it does state "the first two volumes have emerged as self-contained" which implies at least another volume even if disassociated from the first two.

The general theme is presented lucidly and simply, and in the main

justifies the publishers' claim that the prerequisites do not go beyond those expected of a graduate student in physics. However, on occasion, the argument was developed from a point of origin which, while no doubt obvious to the authors and perhaps other theorists, was far from obvious to me and I suspect to many other experimentalists. The solution, a thicker, more expensive book, is not desirable, so one must accept that arguments cannot be presented from what examiners refer to as first principles. The examples will particularly appeal to experimentalists, and especially to graduate students since the data and analyses are presented in the way expected of them in their theses.

These examples form an interesting contrast in the two halves of the book. In the first half, agreement between theory and experiment is extraordinarily good even up to the eighth level ($J=14$ for $K=0$) of a band, while in the second half states corresponding to two vibrational quanta have often not been fully identified. The explanation is, very simply, the adiabatic approximation is good for rotational states in highly deformed heavy nuclei, but there is no region where it is good for vibrational states.

One final observation: the rotational region must be less than 20 per cent of the total energy. It is regrettable that is warranted by the large amount of experimental effort put into it and correspondingly the SU3 approach is only briefly described despite the fact that both volumes rely heavily on the philosophy of group theory (though no deep understanding of group theory is required). This possibly reflects a predilection which the authors appear to have for large nuclei and the semi-classical approach.

G. A. Jones

Permutation groups

Introduction to Combinatorics
by Ioan Tomescu
edited by K. LLOYD
Cambridge University Press, £3.50
ISBN 569 08057 6

Parallels of Complete Designs
by P. J. CAMERON
Cambridge University Press, £3.95
ISBN 0 521 21160 3

In the past few years, the subject of combinatorics has grown into an important and rapidly developing field and a substantial number of books on the subject have appeared, ranging from the student textbook to the specialist monograph. Tomescu's book, translated from the Romanian, is a strange but useful addition to the literature. It claims to be suitable for students at undergraduate level, but although it certainly covers the usual material (permutations and combinations, the inclusion-exclusion principle, transversal theory etc) it contains a substantial amount of material (Pólya-de Bruijn enumeration theory, inversion formulae, Ramsey's theorem) which would normally be considered too difficult for an undergraduate course. Moreover, the exposition is too sophisticated for the average undergraduate. In spite of this, the book provides a most useful survey of results in combinatorics.

Many little-known results (in particular, some of those due to Romanian authors) are collected here, either among the selection

of worked examples, or in the haphazardly organized problems sections. The book has several annoying features, including a rather silly preface by G. C. Mohl, and no index, but Tomescu's book can be highly recommended for anyone seriously interested in combinatorics.

Peter Cameron's monograph should appeal to specialists in both combinatorial theory and the theory of permutation groups. The author has made significant and substantial contributions to the subject, and several of his results are included in this book, some for the first time. The underlying idea of a parallelism is essentially that of a system which satisfies a generalized form of Euclid's parallel postulate but the resulting theory which emerges from these humble beginnings is an impressive one, drawing on and enriching such diverse fields as coding theory, the study of block designs, Latin squares, network flows, edge-colourings of graphs, and the theory of multiply-transitive permutation groups. (To make life easier for the reader each of these areas is surveyed briefly in the appendices at the end of the chapters.) At a time when mathematics is becoming increasingly diversified, a book such as this one which relates different areas so effectively is to be welcomed.

Robin Wilson

Among this week's reviewers

P. J. Black is professor of physics at Birmingham University and was joint organizer of the Nuffield Advanced Physics project.

Anthony Giddens is lecturer in sociology at Cambridge University and author of *Capitalism and Modern Social Theory* and *The Class Structure of the Advanced Societies*. Professor P. J. Harrison is in the department of statistics at Warwick University.

Dr. G. A. Jones is lecturer in nuclear physics and a fellow of Wolfson College, Oxford. Professor C. W. Kilminster is in the department of mathematics at King's College, London.

Professor John Latham is in the department of physics at the University of Manchester Institute of Science and Technology. Dr. Sinclair Rogers is head of the Department of Behavioural Studies at the Northern Ireland Polytechnic. Spencer R. Weart is director of the Center for History of Physics at the American Institute of Physics, New York.

Dr R. N. P. Walker is lecturer in the department of physics at Bristol University. Dr Robin Wilson is lecturer in mathematics at the Open University and author of *Introduction to Graph Theory*.

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THE POLYTECHNIC OF WALES POLITECHNIG CYMRU

Director: Dr. D. W. F. Jones, B.Sc.

Applications are invited for the post of

DIRECTOR

of the
Welsh Regional Centre
for
Management Education

Salary Scale: £8,849—£9,725

Head of Department Grade VI plus allowance.

Further particulars and an application form returnable by 15th October 1976 can be obtained from:

The Secretary,
The Polytechnic of Wales,
PONTYPRIDD,
Mid Glamorgan CF37 1DL.

NEWCASTLE UPON TYNE POLYTECHNIC

Department of Social Work

Head of Department

The successful applicant will head the newly created Department of Social Work within the Faculty of Community and Social Studies, and will be directly responsible as Course Leader for a recently validated 2½ year C.Q.S.W. course. The Head will also be expected to take an interest in the work of an Action Research Unit and the Social Work option of a proposed Applied Social Science degree located within the Faculty. Applicants should preferably have a degree relevant to Social Work Studies, proven research work, a social work qualification, and social work experience. Experience at a reasonably senior level in a University or Polytechnic would be an advantage.

Burham P.E. Head of Department Grade V Salary Scale: £7,395-£8,271 plus £312 p.a. salary supplement.

For further particulars and application forms returnable by Friday, 8th October, 1976, please send stamped, addressed, foolscap envelope to the Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

BRIGHTON POLYTECHNIC

1. INFORMATION SPECIALIST IN CATALOGUING—£3,591-£5,805

A Chartered Librarian who has undertaken cataloguing, classification, information retrieval and staff management in a developed library system is required to co-ordinate and substantially develop the acquisition, indexing and exploitation systems for the Polytechnic's print and non-print learning resources.

2. COURSE RESOURCES OFFICERS—£3,591-£5,805

Applications are invited from professionally qualified librarians to develop and exploit multi-media resource collections in the Polytechnic's Learning Resources service.

A degree or equivalent in an appropriate subject is normally expected. Areas in which Learning Resources is keen to strengthen its coverage are Applied Science and Technology; Mathematics and Computing.

Details and application forms from Personnel Officer, Brighton Polytechnic, Moulsecomb, Brighton BN2 4GJ, Tel. 0273 67204. Closing date 15th October, 1976.

Assistant Director (Staff and Student Affairs)

Applications are invited for this senior appointment to the Directorate of this large Polytechnic conducting a wide range of advanced work.

Candidates should be well qualified, with appropriate experience of educational management, and ready for challenging but professionally satisfying responsibilities.

Salary: £8,854 per annum

Further particulars and form of application from The Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. A self-addressed foolscap envelope will assist with the speedy despatch of documents. Applications should be returned by 8 October, 1976.

**TRENT
POLYTECHNIC
NOTTINGHAM**



Head of Department of Computing and Mathematical Sciences

(Head of Department Grade 5)
Salary £7,395-£8,271 per annum
Further details and application form
(returnable by 11th October, 1976)
from Establishment Officer, The
Polytechnic, Wolverhampton
WV1 1LY.

Colleges of Further Education



Tayside Regional Council

PRINCIPAL

DUNDEE COLLEGE OF COMMERCE

SALARY—Group 6. £10,398-£11,008

Applications for this important post are invited from men and women of imagination and energy with wide teaching and other appropriate experience.

Further particulars and application forms may be obtained from the Director of Education, Tayside House, Crichton Street, Dundee, DD1 3NP, to whom forms should be returned by 8th October, 1976.

WATERFORD REGIONAL TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the following permanent whole-time teaching posts:

LECTURERS/ ASSISTANT LECTURERS

A41 COMPUTER SCIENCE
A42 ACCOUNTANCY (A.C.A., A.C.C.A. or A.C.M.A.)
With experience of computers in industry and commerce.
A43 COST OF MANAGEMENT ACCOUNTANCY (A.C.M.A.)
A44 BUSINESS ADMINISTRATION
Qualifications in accordance with Memo V7 of the Department of Education.
Salary Scales:
ASSISTANT LECTURER
Married Men, £4,087 to £5,808 (10 incremental points).
Women and Single Men, £4,010 to £5,445 (10 incremental points).
LECTURER
Married Men, £4,604 to £6,326 (10 incremental points).
Women and Single Men, £4,469 to £5,914 (10 incremental points).
Children's Allowances are payable where applicable. Interview Application forms and further details may be obtained from Mr. G. Collins, National Manpower Service, 108 The Quay, Waterford.
The latest date for receipt of completed application forms is Friday, October 15, 1976.
Communicating by direct or indirect means will disqualify. Additional information regarding the above posts can be obtained from Dr. D. O'Hare, Principal, Regional Technical College, Cork Road, Waterford (Tel. 051 2834).

Derby Lonsdale College of Higher Education

Principal

Applications are invited for the post of Principal of this new voluntary College of Higher Education formed by the merger of the voluntary Bishop Lonsdale College of Art and Technology. The College is to be administered under a Trust with its own Governing Body from April 1, 1977.

The post offers an opportunity for a person of good qualifications and experience in further and higher education to develop an institution of a unique character.

The successful candidate will be expected to take up appointment as soon as possible. The salary will be in the middle of the range for a Group 6 College (£11,058-£12,168). A Principal's house can be made available.

Persons interested in applying or who would wish to submit names for consideration are invited to write to the Director of Education, (Ref. CWP), Education Department, County Offices, Mallock, Derbyshire.

Hammersmith and West London College

Airline Gardens W8 7AF

Principal Lecturer in Business Studies

required as soon as possible and not later than 1 January 1977. The person appointed will work very closely with the responsible for Business Studies.
Subject specialisation is not important: providing the appointed should have a special interest in the teaching of all levels and should be able to assist the Vice-Chancellor in the running of the college.
The HEC range of activities within the college is extensive. Duties will include: teaching, Public Affairs, Disbursement, Secretariat and possibly Supervisory duties. This successful applicant will be expected to take responsibility over the range of HEC provision. It is desirable that qualifications, teaching experience and teaching commitment should be relevant to the scope outlined above.

SALARY SCALE:
Principal Lecturer £5,940 to £6,642 (plus £312 special £402 Inner London Allowance).

Application forms can be obtained from the Administrative Officer (IC) at the College. Interviews will be held on 27th October.

Colleges and Institutes of Technology

Southall College of Technology

Registrar & Clerk to the Governing Body

Salary, £5,388 to £6,006 per annum inclusive Plus a supplement £312 per annum in line with recent joint negotiations.

Graduates and those with an appropriate professional qualification are invited to apply for the post of Registrar and Clerk to the Governors of the College which services the greater part of what was Middlesex and a number of contiguous counties. The College provides a range of engineering, technological and other courses both to major operating concerns (London, Heathrow) and smaller local companies. A successful candidate will possess initiative and a suitable personality, and have had the relevant experience.

The Council offer 100 per cent removal allowance legal and estate agents' fees up to £300 and local allowance. Season ticket loan available.

Further particulars and application form may be obtained from the Principal, Southall College of Technology, Beaconsfield Road, Southall, Middlesex UB8 3PH. Tel. 01-574 3448. Forms to be returned with days of the appearance of this advertisement.

Ealing EDUCATION SERVICE

Fellowships and Studentships

PAISLEY COLLEGE DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING RESEARCH STUDENTSHIPS

Applications are invited from graduates with a good honours degree in Mechanical or Production Engineering or a close equivalent. Suitable applicants would be expected to research in what are the following fields:

1. Electromechanical Engineering.
Control of metal distribution in electroforming.
Electrodeposition of composites.
Electrochemical production of alloys.
2. Pressure vessel design concepts.
3. Prediction and reduction of machinery noise.

Further details and application forms may be obtained from Dr. J. Anderson, Department of Mechanical Engineering, Paisley College of Technology, High Street, Paisley PA4 2BE, Scotland. Those applying should state their field of interest.

UNIVERSITY COLLEGE, OXFORD

The College proposes to elect a

Fellow and Praelector in Economics
with effect from 1 October 1977. A part-time University Lecturership may be associated with this Fellowship.

Applications, giving particulars of qualifications and experience, and names of referees, should be sent to the Senior Tutor from whom further particulars may be obtained by 26 October.

Colleges of Higher Education

Hull College of Higher Education

Cottingham Road Hull HU6 7RT
Telephone (0482) 41451



FACULTY OF TEACHER EDUCATION AND APPLIED SOCIAL STUDIES

SCHOOL OF APPLIED SOCIAL STUDIES
The School is currently developing Social Work Courses for COSW and Honours Degree students. In future non-vocational applications are invited for two posts as follows:

Principal Lecturer in Social Work

To take responsibility for Social Work development within the College.
Applicants should be graduates with relevant experience and possess a recognised Social Work qualification.

Senior Lecturer or Lecturer II in Social Work
Preferably with residential experience, to contribute to on going research and development. A recognised Social Work qualification is essential.

Psychology Lecturerships

Applicants should be graduates with relevant experience and possess a recognised Social Work qualification.

Appointments, which will take effect from January 1st 1977 or as soon as possible thereafter, may be offered at Lecturer II, Senior Lecturer or Principal Lecturer level, depending on qualifications and experience.

FACULTY OF DESIGN STUDIES

SCHOOL OF ARCHITECTURE, BUILDING AND CIVIL ENGINEERING

Head of School Grade V

The School has a full-time Architecture Course, recognised by the RIBA, which is currently in a state of expansion. Courses in Building and Civil Engineering are integrated into the School and it is intended to develop Landscape Planning at post graduate level.

FACULTY OF MARITIME AND ENGINEERING STUDIES

Applications are invited for the following posts:

Senior Lecturer and

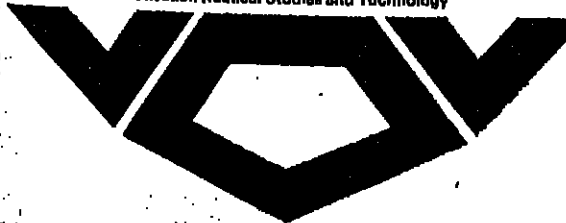
Lecturer I/II in Marine Engineering and Communications

Although teaching experience is desirable for all these posts and expected for the Senior Lectureship, applications will be welcome for the other posts from Candidates seeking first teaching posts. Placing on the Salary Scale will depend on qualifications and experience.

Salary Scales: Grade V Head of School £7,395 - £8,271
Principal Lecturer £5,940 - £6,642
Senior Lecturer £5,031 - £5,955
Lecturer II (Bsc) £4,617
Lecturer I £3,278 - £4,483
Lecturer I £2,469 - £4,377

Further particulars and application forms may be obtained from Mrs. Liddell at the above address, to whom completed application forms should be returned by the 15th October 1976.

This College is formed from an amalgamation of Colleges of Art Commerce Education Nautical Studies and Technology



Bulmershe College of Higher Education

COLLEGE LIBRARIAN AND HEAD OF RESOURCES CENTRE

This is a new senior post with responsibility for a major library and for integrating College learning resources, including non-book material and technical services. The College is looking for a graduate Librarian with knowledge and experience in the administration of multi-media learning provision in the higher education sector.

PRINCIPAL LECTURER IN SOCIAL WORK

Applications are invited from well qualified and experienced candidates to plan and lead a new two-year full-time Q.Q.S.W. course. The College is particularly interested in a candidate who will build upon the potential offered by social work training in the context of a diversified college already engaged in initial and in-service training of teachers and community and youth workers.

The above posts will be offered at the level of Principal Lecturer (£5,940 to £7,795).

For further details and application forms, returnable by 15 October 1976, write to the Academic Registrar (Ref. 01), Bulmershe College of Higher Education, Earley, Reading RG6 2HY. (Telephone Reading 663387.)

Colleges of Education

RIHE ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

Digby Stuart College Southlands College
Froebel Institute College Whitelands College

Applications are invited for the following posts at

SOUTHLANDS COLLEGE:

Permanent full-time Principal Lecturer in MULTICULTURAL EDUCATION (from either September 1 1977 or January 1 1977)

The person appointed would be responsible for the co-ordination of contributions from this area of study to all initial teacher courses in the College (both BEd and PGCE), but would be chiefly engaged in leading the team teaching for a Diploma course in Education for a Multicultural Society for experienced teachers and others who are preparing for leadership roles in their own localities. Candidates should have strong academic qualifications, with specialisation in education and cultural studies, as well as wide experience in education, including school teaching and multicultural work. There is scope for the development of higher degree work.

Full-time Lecturer II in ENGLISH
(from January 1 1977 to August 31 1977)

Applicants should be well qualified graduates able to contribute to the BEd, BA, and BH degree courses, and have research qualifications or a special interest in the field of Language and Linguistics. Work would include a section of the Multicultural Education Diploma (mentioned above) and an Inservice course for the Teaching of English as a Second or Foreign Language. Experience of teaching in schools and ability to assist with professional courses for BEd students are desirable.

Full-time Lecturer II in YOUTH AND COMMUNITY WORK
(from January 1 1977 to August 31 1977)

Applicants should be able to contribute to the BEd and Certificate courses in Youth and Community Work. This requires understanding of training methods and approaches and recent field experience. Graduate qualifications are also desirable.

Further particulars and application forms obtainable from the Principal, Southlands College, Wimbledon Parkside, London SW15 5NN (Tel. 01-448 2234).

Closing date for receipt of completed applications October 8, 1976.

Durham County Council

Post of

PRINCIPAL of New College, Durham

In September, 1977, Durham Technical College and Neville's Cross College of Education will merge to form a new institution, to be known as New College, Durham. The new institution has been placed in Group 2 under the Durham Further Education Committee's Report, 1976, with a salary range £11,136-£11,648. The initial salary will be £11,614 subject to review. Responsibilities for the residential element of the College are still under discussion but, if appropriate, be a matter for separate negotiation in relation to salary.

The College will cater for approximately 1,600 full-time students, 400 of these in residence, and approximately 8,000 part-time students. The initial teacher training element will be in the order of 450.

Applications for the post are invited from persons of suitable qualifications and experience. Further details and application forms, returnable by 1st October, 1976, from the Director of Education, Durham County Hall, Durham, DH1 1JL, on receipt of a stamped addressed foolscap envelope.

General Vacancies

Safety Lecturer/ Consultant—£4,500 min.

The Coventry Management Training Centre at Leamington Spa, part of the Coventry & District Engineering Employers' Association, are expanding their Safety Training Team. Demand for companies in this country and abroad has led to an increase in the activities of the centre, with particular growth in this area of safety.

You will be involved in the formulation of courses and lecturing both at the centre and in plant, and will be expected to make a positive contribution to the team.

Candidates should be in their thirties with a thorough knowledge of safety and recent legislation, together with the ability to communicate effectively, ideally having some lecturing experience.

Benefits include: Company Car and Relocation Expenses.

Phone: Lynne Barret, Coventry 29495.

**PER PROFESSIONAL
and EXECUTIVE
RECRUITMENT**

Administration

NATFHE

(National Association of Teachers in
Further & Higher Education)

Appointment of

GENERAL SECRETARY DESIGNATE

The Association invites applications for the above post to take up duties on May 1, 1977. The successful candidate will become General Secretary on September 1, 1977.

Applicants should have a wide knowledge of education, particularly of further and higher education, and trade union experience.

The salary will be the same as the maximum of a Group 7 Principal on the Harham Further Education Scales (at present £14,062 p.a.) together with London Allowance (at present £402 p.a.).

Further details may be obtained from the General Secretary, NATFHE, Hamilton House, Mableton Place, London, WC1H 9BH. The closing date for applications is October 19, 1976.

Opening for French speaking Graduate with Administrative experience

ASSISTANT PROGRAMME DIRECTOR Circa £3,500

The American Institute for Foreign Study, the education trust organization, is seeking a Graduate to assist the Programme Directors in the planning and execution of study and travel programmes for American students. The successful applicant will have 2 to 3 years' administrative experience in education and other fields, speak fluent French, be able to type his/her own letters and be prepared to travel several times a year. Salary scale £3,500-£4,500 p.a. Apply in writing, with two references, to Cyril Taylor, Chairman, AIFS, 37, Queensgate, London SW7 5HR.

Librarians

CORNWALL

Camborne School of Mines

Librarian

£2,439—£3,594 p.a.

A vacancy occurs for a qualified Librarian to commence duties on 1st November, 1976 or as soon as possible thereafter. In addition to running the School's library with the aid of three assistants, the position entails involvement in a developing, country-wide, technical information service.

The School awards degrees at both undergraduate and postgraduate levels. Preference will be given to applicants having experience in a scientific or engineering library, and a knowledge of micro-film facilities would be an advantage.

The salary will be within the above Librarians' scale, which includes £312 p.a. supplement. The minimum for Chartered Librarians will be £3,234 p.a.

Further particulars and application forms may be obtained from the Registrar, Camborne School of Mines, Trevenson, Pool, Redruth, Cornwall TR15 3SE. Closing date for applications 8th October, 1976.

Overseas

AUSTRALIA

ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY

SENIOR LECTURER

DEPARTMENT OF CHEMICAL
ENGINEERING

Applications are invited for the position of Senior Lecturer in the Chemical Engineering Department. The appointee will be required to provide academic leadership and to participate in the teaching and administration of the Department.

Applicants should possess a tertiary qualification in chemical or mechanical engineering, industrial chemistry or applied science, industrial or research experience in one of the fields of process design, separation processes, environmental pollution control, systems engineering or energy systems would be preferred.

Salary within the range \$A17,767—\$A20,819 p.a. REF. NO 110/03/AS CLOSING DATE: 29/10/76
Intending applicants should obtain a schedule of duties from the Personnel Branch, Royal Melbourne Institute of Technology, Box 2476, G.P.O., Melbourne, Victoria, 3001, Australia.

